DOCUMENT RESUME

ED 405 251 SO 026 669

AUTHOR	Nass, Marcia; Nass, Max
TITLE	Songs for Peacemakers: Conflict Resolution. Handbook.
REPORT NO	ISBN-0-7925-2703-8
PUB DATE	93
NOTE	68p.; Videotape and audiocassette not available from EDRS.
AVAILABLE FROM	Educational Activities, Inc., PO Box 392, Freeport, NY 11520, 1-800-645-3739.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Art Activities; *Conflict Resolution; Early Childhood Education; Elementary Education; Interdisciplinary Approach; Language Arts; *Music; *Music Activities; *Peace; *Primary Education
IDENTIFIERS	*Peace Education

ABSTRACT

This teacher's guide was designed as part of a kit that includes a video tape and sound cassette recording, but may be adapted for independent use. The resource is based on the premise that teaching conflict resolution is becoming a necessity in an increasingly violent world, and that using music to teach peace education is successful with young children. This guide presents 12 lesson plans based on 12 original songs. Ideas for interdisciplinary activities, games, role-playing and brainstorming exercises, writing activities, take home assignments, and tips for teachers are included. Reproducible activity masters and song lyric sheets are included. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Handbook

SET 660

ED 405 251

SONGS FOR PEACEMAKERS™

Conflict Resolution

Marcia and Max Nass, M. S.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
IN OTHER THAN PAPER COPY
HAS BEEN GRANTED BY

Alan Stern

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SO 026669

Educational Activities, Inc.

P.O. Box 392, Freeport, NY 11520
1-800-645-3739 (US) • 516-223-4666 (NY)

BEST COPY AVAILABLE

Artwork: David Rosenberg
Graphic Artist: John Argandona

© MCMXCIII Activity Records, Inc.
All rights reserved.
No part of this handbook (except the reproducible masters)
may be duplicated in any way
without the written permission of Educational Activities, Inc.

Printed in the United States
ISBN # 0-7925-2703-8

AC 660

Educational Activities, Inc. Presents.....

SONGS FOR PEACEMAKERS

By

Marcia and Max Nass, M.S.

Side A

PEACEMAKERS

Peacemakers talk about it.
They don't fight about it. Repeat 2X
They want to make up
And be friends.

When someone bothers you,
You be brave and say,
"Please don't bother me.
Let's be friends today!"

When you're too mad to make up,
You just walk away.
Take some time to cool off
Then go back and say—

"Peacemakers talk about it.
They don't fight about it.
They want to make up
And be friends."

When someone bothers you,
You be brave and say,
"Please don't bother me.
Let's be friends today!"

When you're too mad to make up,
You just walk away.
Take some time to cool off,
Then go back and say—

"Peacemakers talk about it,
They don't fight about it. Repeat 2X
They want to make up
And be friends."

SAY SORRY

Say *sorry* to make things right,
Sorry before you fight; Repeat 2X
Sorry is a word you say
To make your problems go away.

Say *sorry, sorry*:
It's easy to do.
Say *sorry, sorry*:
More kids will like you.

Say *sorry, sorry*:
Make up right away
Say *sorry, sorry*:
Have a happy day.

Say *sorry* to make things right,
Sorry before you fight:
Sorry is a word you say
To make your problems go away.

Say *sorry, sorry*:
It's easy to do.
Say *sorry, sorry*:
More kids will like you.

Say *sorry, sorry*:
Make up right away
Say *sorry, sorry*:
Have a happy day.

Say *sorry* to make things right
Sorry before you fight. Repeat 2X
Sorry is a word you say
To make your problems go away.

PEACE RAP

Peace is the name,
The name of the game. Repeat 2X
Don't be a fighting fool.
Make things right, without a fight.
Just remember these rules:

Just walk away, every time
Someone bothers you.
Take some time to cool off,
It's a smart thing to do!

When someone calls you a name,
It's something you ignore.
You can just walk away.
It's peace you want not war!

Mind your own business.
Don't make threats.
Play with kids who don't fight.
Don't call names, just be nice:
Everything will be alright.

Peace is the name,
The name of the game.
Don't be a fighting fool.
Make things right, without a fight.
Just remember these rules:

Just walk away, every time
Someone bothers you.
Take some time to cool off,
It's a smart thing to do.

When someone calls you a name,
It's something you ignore.
You can just walk away.
It's peace you want not war!

Mind your own business,
Don't make threats.
Play with kids who don't fight.
Don't call names, just be nice.
Everything will be alright.

Peace is the name,
The name of the game
Don't be a fighting fool.
Make things right, without a fight.
Just remember these rules.

Peace is the name,
The name of the game
Don't be a fighting fool.
Make things right, without a fight.

HANDS

Hands are for loving,
Hands are for hugging, Repeat 4X
Hands are not for
Pushing and shoving!

Wave your hand,
Say hello or good-bye.
Don't use your hands
To make someone cry.

You've got a left hand,
And you've got a right.
Don't use your hands
To get in a fight.

BEST COPY AVAILABLE

Hands are for loving
Hands are for hugging. Repeat 4X
Hands are not for
Pushing and shoving!

Wave your hand,
Say hello or good-bye.
Don't use your hands
To make someone cry.

You've got a left hand,
And you've got a right.
Don't use your hands
To get in a fight.

Hands are for loving,
Hands are for hugging. Repeat 4X
Hands are not for
Pushing and shoving!

BULLY

He may be real big,
And even look real cool, Repeat 2X
But if you ask me,
The bully is a fool.

He's always in a fight
When there's better things to do
He thinks it's lots of fun,
To end up black and blue.

When he gets suspended,
They're really mad at home.
He misses all the fun in school,
And ends up all alone.

He may be real big,
And even look real cool,
But if you ask me,
The bully is a fool.

He's always in a fight,
When there are better things to do.
He thinks it's lots of fun,
To end up black and blue.

He likes to think he's tough,
When he picks on me and you.
If he meets a bigger bully,
Then what will he do?

He may be real big,
And even look real cool,
But if you ask me, Repeats
The bully is a fool.

SOMEDAY

Someday on the planet,
There will be
Perfect peace and harmony,
And all the people everywhere
Will love each other without fear.

I know the day is coming soon,
When there is no more hate,
And we see everyone with love,
I know it's not too late.

There won't be a need for guns,
And we'll have no more war,
And we can just play together,
Cause that's what life is for!

Someday on the planet,
There will be
Perfect peace and harmony,
And all the people everywhere
Will love each other without fear.

I know the day is coming soon,
When there is no more hate,
And we see everyone with love,
I know it's not too late.

So let's talk our problems out,
Put our anger away.
If we all can join together,
We'll get close to someday.

Someday on the planet,
There will be Repeat 2X
Perfect peace and harmony,
And all the people everywhere
Will love each other without fear.

Side B

HEART

If you want to be smart,
Don't follow what others do; Repeat 2X
Just listen to your heart,
And you'll know what's right for you.

Janet just moved into town,
And wanted to belong.
One day, some girls asked her,
"Would you like to come along?"

After school, they all met
To beat up Mary Lynn.
Janet said it was wrong,
So they called her "chicken."

If you want to be smart,
Don't follow what others do;
Just listen to your heart,
And you'll know what's right for you.

After school, they all met
To beat up Mary Lynn.
Janet said it was wrong,
So they called her "chicken."

Janet ran and got an adult.
Mary Lynn thanked her in the end.
Now Janet's very careful
Who she chooses as her friends.

If you want to be smart
Don't follow what others do; Repeats
Just listen to your heart,
And you'll know what's right for you.

COOL OFF

Cool off, cool off,
Cool off, cool off! Repeat 2X
Solving problems is hard
When you're mad,
Walk away, cool off;
You'll be glad.

When you're angry at someone,
It's not easy to have fun.
You'll get madder if you stay.
Get smart and just walk away.

You don't need to start a fight
To prove who's wrong and who is right.
Remember good times you had,
And then you won't feel so bad.

Take deep breaths and cool off;
Find a friend to listen to you talk.
You just want peace, my friend,
To make your anger end.

Cool off, cool off,
Cool off, cool off! Repeat 2X
Solving problems is hard
When you're mad,
Walk away, cool off;
You'll be glad.

When you're angry at someone,
It's not easy to have fun.
You'll get madder if you stay.
Get smart and just walk away.

You don't need to start a fight
To prove who's wrong and who is right.
Remember good times you had,
And then you won't feel so bad.

Take deep breaths and cool off;
Find a friend to listen to you talk.
You just want peace, my friend,
To make your anger end.

Cool off, cool off,
Cool off, cool off! Repeats
Solving problems is hard
When you're mad,
Walk away, cool off;
You'll be glad.

BEST COPY AVAILABLE

TATTLETALE

She's a tattletale,
Tattletale,
Tattles on everyone. Repeat 2X
Tattle tattle,
Tattletale.
Look out! Here she comes.

She sneaks all around,
Watches what you do.
The first chance she gets,
Her finger points at you.

"I'm telling, I'm telling"
She says and says again.
We all know why
She has no friends.

She's a tattletale,
Tattletale,
Tattles on everyone.
Tattle tattle,
Tattletale.
Look out! Here she comes.

She sneaks all around,
Watches what you do.
The first chance she gets,
Her finger points at you.

"Mind your own business,"
We should all say.
Except when there is danger,
Then telling is okay.

She's a tattletale,
Tattletale,
Tattles on everyone.
Tattle tattle, Repeats
Tattletale.
Look out! Here she comes.

MONSTER

I don't want to be a monster,
I want peace today. Repeat 2X
I don't want to be a monster,
Monster go away!

When the monster comes out,
I scream and shout.
How can I make it go away?
If I cool off awhile,
And put on a smile,
Soon everything will be okay.

The monster in me
Is always angry.
It wants to fight and never cares.
So I give myself a hug,
Out comes the love,
And the monster disappears.

I don't want to be a monster,
I want peace today.
I don't want to be a monster,
Monster go away!

When the monster comes out,
I scream and shout.
How can I make it go away?
If I cool off awhile,
And put on a smile,
Soon everything will be okay.

The monster in me
Is always angry.
It wants to fight and never cares.
So I give myself a hug,
Out comes the love,
And the monster disappears.

I don't want to be a monster,
I want peace today Repeats
I don't want to be a monster,
Monster go away!

NICE WORDS

I say nice words to you;
You say nice words to me. Repeat 2X
Can you find a nice word
For everyone you see?

"You're funny," "you're happy"
"You're always very kind."
Nice words make you feel good;
Say them all the time.

"You're smart, I like you;
You're a friend of mine."
Nice words make you feel good;
Say them all the time.

I say nice words to you;
You say nice words to me.
Can you find a nice word
For everyone you see?

"You're funny," "you're happy;"
"You're always very kind."
Nice words make you feel good;
Say them all the time.

"You're smart," "I like you;"
"You're a friend of mine."
Nice words make you feel good,
Say them all the time.

I say nice words to you;
You say nice words to me. Repeats
Can you find a nice word
For everyone you see?

SOLVE IT

Don't interrupt, don't call names;
Tell the truth, I'll do the same. Repeat 2X
That's how we can start
To solve our problem.

You tell your story,
I'll tell mine.
Listen to each other,
Leave our anger behind.

Tell me what you need
To solve your problem with me;
And I'll tell you what I need
So we both end up happy.

Don't interrupt, don't call names;
Tell the truth, I'll do the same.
That's how we can start
To solve our problem.

You tell your story,
I'll tell mine.
Listen to each other,
Leave our anger behind.

Tell me what you need
To solve your problem with me;
And I'll tell you what I need
So we both end up happy.

Don't interrupt, don't call names;
Tell the truth, I'll do the same.
That's how we can start Repeats
To solve our problem.

FOR FREE CATALOG
CALL OR WRITE

Educational Activities, Inc.,
P.O. Box 392 Freeport, NY 11520
1-800-645-3739
(In NY call 516-223-4666)
©1993 Activity Records

BEST COPY AVAILABLE

CREDITS

Words and Music by:
Marcia and Max Nass, M.S.

Produced and arranged by: Max Nass

Vocals by: The Playground Kids
Neri Edmond
Jennifer Lee
Kenny Rice
Angel Wills
Andros Zins-Browne

Recording Engineer: Rich LePage

Recording Studio: Nola Recording, NYC

Artwork: David Rosenberg

Production Assistant: Lily Rose Nass

Production Coordinator: Betty Williams

Graphic Artist: John Argandona

Special Thanks To:

Lloyd Backus, Principal
P.S. 52, Jamaica, New York

Dr. Dina Koski, Principal
P.S. 35, Hollis, New York

Linda Lantieri - Coordinator
Resolving Conflict Creatively, NYC

Tom Roderick - Executive Director
Educators for Social Responsibility, NYC

This cassette is part of an award-winning program helping kids solve problems nonviolently.

Let's Be Friends Music ASCAP

Dedicated to creating a more peaceful planet

SONGS FOR PEACEMAKERS: Conflict Resolution Program

By Marcia and Max Nass, Guidance Counselor, Workshop Presenter, Jamaica, NY

Make Your Classroom a More Peaceful Place, and Introduce Your Students to Skills That Will Help Them Throughout Their Lives!

Here's a fun and entertaining way to introduce and reinforce conflict resolution principles with your students and to make peace education part of your curriculum! This highly acclaimed program uses music to teach children to solve their problems peacefully, without fighting.

THE PROGRAM presents an overview on why teaching conflict resolution is becoming a necessity in today's increasingly violent world, and why using music to teach peace education is so successful with young children. An easy-to-prepare lesson plan is provided for each song. The comprehensive teachers' handbook is bursting with fascinating ideas and reproducible activity masters: games, role-playing and brainstorming exercises, writing activities, take-home assignments, and tips for teachers. Reproducible song sheets make it easy for the whole class to sing along.

"The songs on the cassette are a fun way to reinforce conflict resolution principles. I've used them throughout the country—"
Linda Lantieri, Coordinator, Resolving Conflict Creatively, New York City Public Schools, *(One of the largest Peace Education Programs in the United States.)*

In addition, you'll be able to create Peacemaker Buttons, Cool Off Cards, and a Kid's Peacemaker Declaration for your classroom, and much more.

SONGS FOR PEACEMAKERS Cassette: Features twelve rap, reggae, rock n' roll, and pop tunes, with catchy and repetitive lyrics that are easy for young children to learn. Kids report that remembering the lines from a song has helped them to cool off, say "sorry," ignore name callers, and walk away from troublemakers or a confrontational situation. Your students will love singing these songs, while at the same time they'll be learning valuable skills on how to "make things right without a fight" and how they can become "peacemakers." You'll be asked again and again, "Can you play the peace songs today?" Reproducible song sheets make it easy for the whole class to sing along.

SET 660 – *Cassette, Handbook and Reproducible Masters*

AC 660 – *Cassette, Lyrics*

"The children are able to remember the lyrics... and solve the problem, usually without me." ***Linda Berg, 2nd Grade Teacher***
"The "Songs for Peacemakers" program gives children an alternative to fighting" ***Marla Meschkow, 1st Grade Teacher***

Educational Activities, Inc., • P.O. Box 392 Freeport, NY 11520
1-800-645-3739 • (In NY call 516-223-4666)

BEST COPY AVAILABLE

Preface

If you're a teacher who is looking to spend more time teaching and less time disciplining . . . Or, a teacher looking for a creative way to teach your students how to manage their anger and solve conflicts . . . Or, a teacher who just wants to help the kids in your classroom get along without fighting, I welcome you and your students to "SONGS FOR PEACEMAKERS."

What makes this program so appealing to busy elementary school teachers is how simple it is to use. The feedback we have received from teachers is that it takes just minutes to prepare for a lesson. You don't have to be a music teacher and you don't need any prior exposure to conflict resolution to begin doing "SONGS FOR PEACEMAKERS" in your classroom.

As a guidance counselor at an inner-city elementary school in New York City, I developed this award-winning program based on the principles of conflict resolution to help teachers at my school create classrooms more conducive to learning.

Teachers were impressed with how much their students enjoyed singing along with the children on the cassette and how quickly they were picking up the concepts and putting them to use. They observed their students getting along better and fighting less after doing lessons consisting of role-playing, brainstorming, games, art and writing activities and assignments for children to take home so they could share the message of nonviolence with family members.

As one first grade teacher, Stephanie Gothelf, at my school said, "It gives them a unity, because they all have something in common, something to refer to. When they're getting into a fight, there are lines from the songs they can pull out . . . my kids have calmed down a lot."

Being an advocate of nonviolence, I wrote songs with contemporary music consisting of rap, reggae, rock 'n' roll and pop with catchy lyrics that teach kids how to solve problems peacefully. The lessons help children K-3 express their feelings in a safe environment and give them anger management and problem solving skills they can use inside and outside the classroom. Kids learn how to be powerful without having to be violent; they learn how to recognize dangerous situations and to see the beauty in diversity and respect people of all colors.

What makes "SONGS FOR PEACEMAKERS" so unique is that it is a conflict resolution program which can be done in the classroom without a school-based conflict resolution program. Children K-3 who learn these essential skills have gone on to become successful student mediators (students helping other students solve problems without adult intervention). In addition, if your school happens to have a school-based conflict resolution program, you can use "SONGS FOR PEACEMAKERS" in conjunction with your school-based program as it reinforces the basic conflict resolution principles being taught to elementary schoolchildren today.

"SONGS FOR PEACEMAKERS" won a 1991 Revlon Harmony Award as an exemplary program that is reducing friction and encouraging mutual respect and understanding among elementary schoolchildren. It has also been awarded a Proclamation from the City Council of New York City and it has appeared on several television shows including ABC's "Making A Difference."

I'd like to thank Ms. Linda Lantieri of the Resolving Conflict Creatively program and Mr. Tom Roderick of Educators for Social Responsibility of New York City for getting me started in the important work of conflict resolution.

Ultimately, children who can solve problems peacefully will create a more peaceful classroom where you will have more time to devote to teaching. And hopefully, if we can make peace a priority in the classrooms, the children can take that out into the world with them and start building a more peaceful and less violent planet for us all.

With Peace,

Max Nass

Max Nass, M.S. Guidance Counselor

About the Authors

Max Nass, M.S. is a guidance counselor at P.S. 52 in Jamaica, New York who was awarded "Outstanding Performance in the Field of Counseling" from the NYC Association for Counseling and Development. He has been seen on The Oprah Winfrey Show, Cable News Network, Fox TV, ABC'S Making A Difference and he's been heard on radio shows throughout the United States and Canada. Mr. Nass is a Teacher/Mentor for Resolving Conflict Creatively, the largest peace education program in the country. His "SONGS FOR PEACEMAKERS" program won a Revlon Harmony Award, a Proclamation from the City Council of New York City and a Certificate of Merit from the teaching magazine, Media and Methods. Mr. Nass, who has his Masters in Counseling from City University, conducts workshops throughout the country on his violence prevention programs. He is a former elementary school teacher.

Marcia Nass is a lyricist who along with her husband created the "SONGS FOR PEACEMAKERS" program. A journalist with her B.A. in Communications from The American University in Washington, D.C., Ms. Nass assists her husband in workshop presentations. Articles on Mr. and Mrs. Nass and their "SONGS FOR PEACEMAKERS" program have appeared in The New York Times, New York Teacher, Long Island Parenting, Boston Parents', The Peabody Times, The Times-Picayune, and the Daily News.

Endorsements

The "SONGS FOR PEACEMAKERS" program is endorsed by The National School Safety Center, The National Crime Prevention Council, the M.K. Gandhi Institute for the Study of Nonviolence and teachers, principals, social workers and guidance counselors throughout the country.

Acknowledgements

As I developed the "SONGS FOR PEACEMAKERS" program, many people encouraged and supported me along the way. I'd like to thank my principal Lloyd Backus and all the elementary school teachers K-3 at P.S. 52 most notably, Ms. Linda Berg, Ms. Stephanie Gothelf, Ms. Marla Meschkow and Ms. Sherry Dubin. Also a special thanks to Ms. Enid Natkins, first grade teacher at P.S. 57 in Manhattan and Ms. Emily Aurelia, kindergarten teacher at P.S. 57 for their suggestions, comments and constructive criticism on this Teacher's Guide. And many thanks to Ms. Priscilla Chavez-Reilly, Director of Guidance Services at the NYC Board of Education for her enthusiastic support.

I'd also like to thank all the wonderful people at Educational Activities especially Al and Norma Harris, Betty Williams, Rose Falco, Alan Stern and Rosalie Dow. And my parents Harold and Nan Nass for their love.

And last but not least all the "Peacemakers" at P.S. 52 who have been my source of inspiration over the years.

TABLE OF CONTENTS

Page

Introduction 1-3

About the "SONGS FOR PEACEMAKERS" Lessons 3

PEACEMAKERS

- Lesson 4
- Peacemaker's Button 5
- Peacemaker's Promise 6-8
- Certificate for Peacemaker of the Week 9
- Song Sheet 10
- Activity Sheet 11

SAY SORRY

- Lesson 12
- Illustration 13
- Song Sheet 14
- Activity Sheet 15

PEACE RAP

- Lesson 16
- Song Sheet 17
- Activity Sheet 18

HANDS

- Lesson 19
- Great Big Funny Hands 20
- Song Sheet 21
- Activity Sheet 22

BULLY

- Lesson 23
- Illustration 24
- Song Sheet 25
- Activity Sheet 26

SOMEDAY

- Lesson 27
- Illustration 28
- Song Sheet 29
- Activity Sheet 30

HEART
Lesson 31
Song Sheet 32
Activity Sheet 33

COOL OFF
Lesson 34
Official Cool Off Card 35
Song Sheet 36
Activity Sheet 37

TATTLETALE
Lesson 38
Illustration 39
Song Sheet 40
Activity Sheet 41

MONSTER
Lesson 42
Song Sheet 43
Activity Sheet 44

NICE WORDS
Lesson 45
Song Sheet 46
Activity Sheet 47

SOLVE IT
Lesson 48
Song Sheet 49
Activity Sheet 50

READING LISTS
148 Sight Words (Based on Dolch, Hillerich and Johnson) 51

276 Basic Vocabulary Words 51-52

ADDITIONAL PEACE ACTIVITIES 53-54

KID'S PEACEMAKER DECLARATION

INTRODUCTION

Why Teach Conflict Resolution in the Classroom?

Becoming a Peacemaker is a choice. What we as educators can do is to show children there are alternatives to fighting and violence. They can imitate the violence they see on TV, in many video games and in the movies or they can use their brains to communicate and effectively solve a problem. Ultimately, the choice will be theirs. What we demonstrate in the classroom can have long-range effects on them. We plant the seeds, or in this case the lyrics to a song, in their heads.

As one young boy at P.S. 52, long considered by his peers as a "fighter," put it after some boys were teasing him and chasing him around: "I was kind of mad and wish I could really hurt them, but when I listen to that tape, it just turns my mind around." The student chose to walk away from that confrontation. It was a conscious decision he made based on some new information he had recently processed from the "SONGS FOR PEACEMAKERS" cassette. He now saw strength as being a Peacemaker. Fighting wasn't worth it to him and he walked away from the troublemakers.

In a country where guns have become the leading cause of death among older teenage boys, both black and white, we must educate our youngsters on how to handle conflicts without violence. From kindergarten to third grade, a child's mind is the most impressionable, and we can make a difference—a difference that can last a lifetime. The American Psychological Association has reported by the time an average child enters seventh grade, that child has been exposed to 8,000 TV murders and over 100,000 acts of TV violence. The average cartoon contains 20 violent acts per hour, or two and a half times as many violent acts as prime time television according to a recent study by the National Coalition On TV Violence.

Many times the hero in a movie is as violent as the villain. We need to re-educate our youngsters at the elementary school level that really strong and powerful people solve problems through cooperation and communication. We need to teach our youngsters how to recognize potentially dangerous situations when they should walk away from a confrontation. We need to show our young people how cooling off their anger can give them a chance to rethink the problem and work it out in a peaceful way. We need to show our future generation, violence is never the answer.

"SONGS FOR PEACEMAKERS" is a preventive measure. It gives children concrete skills they can try out in a classroom setting and then put to use in real life situations. After role-playing, brainstorming and doing games and activities all centered around solving a problem peacefully, these new ideas will be available to them in their own lives when a conflict develops.

I want to bring up a very important point. Even if you have a well-behaved class of top students, conflict resolution skills are an absolute necessity in our increasingly violent world. Children never know when they will be up against troublemakers or bullies or be thrown into a confrontation. Teaching children to ignore name-callers, cool off and walk away from a volatile situation may save their lives someday.

Why Teach Conflict Resolution Through Music?

Let me give you a little background on how "SONGS FOR PEACEMAKERS" developed. One day two children at P.S. 52 were having an argument and I tried explaining to them the value of saying "sorry." That evening I went home, sat down at my keyboard and composed a song called "Say Sorry." I gave it to the two children to sing a few days later and it was truly amazing . . . one of those moments when you know you got through. Something lit up in their eyes. They had responded so much better to the song than to a discussion. I went home and followed up with "Peacemakers," "Nice Words," "Cool Off," "Peace Rap," and "Solve It,"—all songs based on conflict resolution principles.

Since the songs have repetitive lyrics, many kids have told me that when a problem comes up, they can remember some words from a song. The lyrics helped them to control their temper, say "sorry" when they've done something wrong and ignore someone who called them a nasty name.

According to second/third grade teacher, Linda Berg, "It's nice because we've been practicing the songs whenever we have an argument or altercation in the classroom. The children are able to remember one of the songs and usually solve the problem without me intervening."

I truly believe that music is the language of love and it can break down barriers. As my principal Lloyd Backus said, "Songs for Peacemakers speaks directly to the children with a personal peace message they can relate to." Kids love music. And what better way to reach our young people than with something they enjoy.

How Can I Incorporate "SONGS FOR PEACEMAKERS" Into My Curriculum?

As a former elementary school teacher, I know how busy you are and you're probably wondering how "SONGS FOR PEACEMAKERS" can fit into your curriculum.

1. ***Conflict Resolution:*** "SONGS FOR PEACEMAKERS" can stand alone as a Conflict Resolution Program featuring music and fun activities. However, if you want to incorporate it into your existing curriculum, it fits in nicely with Social Studies, Reading, Art and/or Music.

2. ***Social Studies:*** Early childhood teachers report that the lessons tie in perfectly with Social Studies. All the "SONGS FOR PEACEMAKERS" lessons give children the skills they will need to get along with family, friends and the world around them.

3. ***Reading:*** The songs are a wonderful way to teach reading since they contain 148 sight words based on Dolch, Hillerich and Johnson's Sight Vocabulary List (listed on page 51). In addition, they contain a total of 276 basic vocabulary words that children K-3 need to know (listed on pages 51-52). At P.S. 52 we exhibited many of the lyrics to the songs throughout the school and you can hang them in your classroom. (Song Sheets are available after each lesson.) Some teachers have taught the words to a particular song and used it as a combination reading/conflict resolution lesson.

4. ***Art:*** All of the lessons have art activities. You can utilize them during an art period so you are not only getting in creative time but simultaneously reinforcing the peace principles.

5. ***Music:*** For schools that do not have music programs, "SONGS FOR PEACEMAKERS" is a nice way to add music to the classroom curriculum. Many music teachers in schools with music programs, have enjoyed using these songs too.

In addition, many teachers have taken some of the songs and had their classes perform them for assembly programs.

"SONGS FOR PEACEMAKERS" Gives Children Skills To Become Student Mediators

School-based mediation programs have been spreading across the country recently as a response to the increase in violence among schoolchildren in our society. Students are trained as mediators to help their peers solve problems without adult intervention. Many mediators have been trained to handle fights that might break out in the lunchroom or schoolyard.

The student mediators usually talk with the disputants and ask them to agree to four rules: 1) to work on solving the problem; 2) to listen to each other without interrupting; 3) to agree not to call each other nasty names, and 4) to tell the truth. The mediators then guide the children through a series of steps from both telling their side of the story to what they need to do to solve the problem peacefully so both students end up happy. One of the songs on the "SONGS FOR PEACEMAKERS" cassette called "Solve It" deals exclusively with the beginning skills of mediation. There have been many reports of the success of student mediators at schools all across the country.

Many children at P.S. 52 have gone on to become mediators, helping their peers solve problems peacefully, after learning the important concepts in "SONGS FOR PEACEMAKERS."

ABOUT THE "SONGS FOR PEACEMAKERS" LESSONS

Each of the twelve songs has a lesson that goes with it. It takes just minutes to prepare for a lesson.

1. Lyrics: Teach the class the lyrics to the song. For children who can read, you can duplicate the Song Sheets at the end of each lesson to hand out.

2. Sing-along: Have the class sing along with the children on the cassette.

3. Discussion: Briefly discuss the concept of each song.

4. Warm-up and Procedures: Do the warm-up and procedures. Options are available for younger and older students in some of the procedures:

Younger Students: Kindergarten and First Grade
Older Students: Second and Third Grade

5. Activity Sheets: Activity Sheets for each lesson reinforce the concepts. Younger students are encouraged to draw pictures and older children are encouraged to write about the ideas they are learning in addition to drawing pictures.

6. Sharing: Children are given a "Sharing Assignment" for each lesson to go home and share what they are learning about peace and nonviolence with family members.

Tips: Tips printed in italics give some examples, suggestions, and definitions to further classroom discussions. Create your own examples and suggestions also.

My Peacemaker Folder: Each child may keep his or her Activity Sheets in a folder called "My Peacemaker Folder."

HOW TO GET THE MOST OUT OF THE LESSONS

It is important to have the class sing the song every day for reinforcement until you go on to the next lesson.

Repetition is a key in making this program work. As the children sing the songs and do the lessons, they will begin understanding the concepts and integrating them into their daily lives at school and at home.

PEACEMAKERS' LESSON

OBJECTIVE: To teach children they have a choice. When a conflict develops, they can talk about it peacefully or they can get angry and fight about it. It is much better to talk about a problem so that nobody gets hurt.

MATERIALS: The song, "PEACEMAKERS." Button materials: Page 5. Peacemaker's Promise: Pages 6-8. Peacemaker's Certificate: Page 9. Song Sheet: Page 10.

INTRODUCTION: Teach lyrics. Play song. Have children sing along and discuss.

WARM-UP: **The Peacemaker's Handshake**: Pick a child as the Leader. The Leader walks up and down the rows of the classroom as everyone sings the phrase, "Peacemakers Talk About It, They Don't Fight About It. They Want To Make Up and Be Friends." (*For younger children, you can help them with the words.)* When the last word "Friends" is sung aloud, whoever the child stops by will stand, shake hands with the Leader and become the new Leader. The old Leader returns to his or her seat and the new Leader continues around the classroom. Give a few kids a chance to be the Leader. *(An option for this Warm-Up is to put the children in a circle. The new Leader can trade places with the old Leader in the circle.)*

PROCEDURES: 1A. Ask the class: "What are some things that people do at school or where you live *(can be adults and children)* that make you unhappy?" (**Tip:** *People yelling, people hurting one another, drugs, writing on walls, guns, etc.)* Tell them: "Imagine a fairy sprinkling fairy dust everywhere and making things exactly like you want them." Ask: "How would you like everything to be?"

1B. Ask children: "What does peace mean to you?" (**Tip:** *Happy, when I feel good, when I feel loved, when I'm at the beach, etc.)* Ask children: "Talk about a time you felt very peaceful. Where were you? Who were you with? What were you doing?"

2. Discuss what a Peacemaker is. (**Tip:** *A person who uses his or her brain and not a fist or a weapon to solve a problem.)* Ask the children: "Who is your favorite TV, cartoon or movie character? Ask: "Is the character a Peacemaker? Does the character solve problems with a fist, a gun or a weapon?"

3. Have children make Peacemaker Buttons: Page 5

4. Have children make a Peacemaker's Promise: Pages 6-8

5. Activity Sheet: Page 11

SHARING: Tell the class: "Share with a member of your family what you learned about Peacemakers. Go home and watch a TV show together to see if the characters are Peacemakers. Do they solve problems peacefully or hurt one another with their fists, a gun or a weapon?" *(Discuss the next day.)*

INSTRUCTIONS FOR MAKING BUTTON-HOLE BUTTONS

MATERIALS:

Oak tag and crayons

PREPARATION:

Give children 3" circles with a pre-cut line 1 1/2 inch in the center of the button.

Have them design their own Peace Buttons like the one below. The pre-cut line fits right over most clothing buttons.

Note: For younger grades: Children can draw the picture and you can write the words for them.

SAMPLE BUTTON:

Some Slogans From The Songs You Can Use Are:

1. Peacemakers Talk About It
2. Say Sorry To Make Things Right
3. Hands Are Not For Pushing and Shoving
4. Nice Words Make You Feel Good
5. Make Things Right Without A Fight
6. I Don't Want To Be A Monster

PEACEMAKER'S PROMISE OF THE WEEK
INSTRUCTION SHEET

For Older Children:

Have everyone write out a promise based on the song "PEACEMAKERS."

You can photocopy THE PEACEMAKER'S PROMISE on Page 7, hand it out, and have the children fill in, I will do my very best to_____

_____

Examples are:

1) talk about it and not fight about it;
2) make up and be friends;
3) walk away when I'm angry.

Have kids make up their own promises. You may want to give suggestions to problem students with a particular difficulty.

For Younger Children:

Children stand and say their PEACEMAKER PROMISES aloud. You may want to write each child's promise on an experience chart.

Another option is to have the younger children draw a picture of what their promises for the week will be. You can photocopy Page 8 and hand it out.

"PEACEMAKER OF THE WEEK"

At the end of the week, pick the "Peacemaker of the Week." Tell the class how you as the teacher will choose the "Peacemaker of the Week."

Qualifications should be:

1) sticking to the promise
2) no fights
3) going out of your way to help other kids in the class

The "Peacemaker of the Week" receives a certificate (Page 9). Ask the child to bring in a photograph of himself or herself. Hang the photograph with the child's name in a special place with the heading "Our Peacemaker of the Week."

Continue picking a "Peacemaker of the Week" throughout the year.

PEACEMAKER'S PROMISE OF THE WEEK

PEACEMAKERS TALK ABOUT IT, THEY DON'T FIGHT ABOUT IT, THEY WANT TO MAKE UP AND BE FRIENDS.

I promise to be a Peacemaker. This week I will do my very best to:

_____

_____

_____

_____

_____

_____ _____

Child's Name Date

PEACEMAKER'S PROMISE OF THE WEEK

PEACEMAKERS TALK ABOUT IT, THEY DON'T FIGHT ABOUT IT, THEY WANT TO MAKE UP AND BE FRIENDS.

I promise to be a Peacemaker. This week I will do my very best to:

_____

_____

_____

_____

_____

_____ _____

Child's Name Date

*Duplicate and cut for two promise forms.

SET 660 – SONGS FOR PEACEMAKERS: CONFLICT RESOLUTION
Educational Activities, Inc., Freeport, NY 11520

Reproducible Master
©MCMXCIII Activity Records, Inc.

PEACEMAKER'S PROMISE OF THE WEEK

PEACEMAKERS TALK ABOUT IT, THEY DON'T FIGHT ABOUT IT, THEY WANT TO MAKE UP AND BE FRIENDS.

I promise to be a Peacemaker. This week I will do my very best to:

(Draw a picture of what you will do.)

Child's Name _____ Date _____

©MCMXCIII Activity Records, Inc.

CERTIFICATE
PEACEMAKER OF THE WEEK

Child's Name _____

Class _____

Congratulations on being our **"Peacemaker of the Week."**
We are very proud of you. Please bring in a picture of yourself so we can hang it up in the classroom. Keep up the good work.

_____ _____
Teacher Date

CERTIFICATE
PEACEMAKER OF THE WEEK

Child's Name _____

Class _____

Congratulations on being our **"Peacemaker of the Week."**
We are very proud of you. Please bring in a picture of yourself so we can hang it up in the classroom. Keep up the good work.

_____ _____
Teacher Date

Reproducible Master
©MCMXCIII Activity Records, Inc.

Song Sheet

Side A - Song 1
CASSETTE

Peacemakers

Peacemakers talk about it,
They don't fight about it. **Repeat 2X**
They want to make up
And be friends.

When someone bothers you,
You be brave and say,
"Please don't bother me.
Let's be friends today!"

When you're too mad to make up,
You just walk away.
Take some time to cool off,
Then go back and say–

"Peacemakers talk about it,
They don't fight about it.
They want to make up
And be friends."

When someone bothers you,
You be brave and say,
"Please don't bother me.
Let's be friends today!"

When you're too mad to make up,
You just walk away.
Take some time to cool off,
Then go back and say–

"Peacemakers talk about it,
They don't fight about it.
They want to make up **Repeat 2X**
And be friends."

©MCMXCIII Activity Records, Inc.

PEACEMAKERS

Name_____

Class _____

Draw a picture of yourself in a peaceful, happy place.

Write about what you will do the next time someone bothers you.

_____

_____

_____

_____

_____

SET 660 – SONGS FOR PEACEMAKERS: CONFLICT RESOLUTION
Educational Activities, Inc., Freeport, NY 11520

Reproducible Master
©MCMXCIII Activity Records, Inc.

SAY SORRY LESSON

OBJECTIVE: To teach children that saying sorry can help calm down people who are angry and many times it can make a problem go away.

MATERIALS: The song, "SAY SORRY." Song Sheet: Page 14. Illustration: Page 13

INTRODUCTION: Teach lyrics. Play song. Have children sing along and discuss.

WARM-UP: **Say Sorry Pantomime**: Play the song "SAY SORRY" again. Tell the children to stand by their desks. When they hear the word, "Problem" they will put their hands on their heads. When they hear the word "Fight," they will hold their fists out. When they hear the word, "Right," they will make the peace sign. Children can sing-along.

PROCEDURES: 1. Tell the class: "Imagine a magical animal kingdom where all the animals can talk. Zackary the Zebra was hungry and took some of Bernard the Bear's potato chips when Bernard wasn't looking. He thought he'd only take a few so Bernard wouldn't notice but he ended up eating the whole bag. When Bernard looked up, he . . "

Stop and ask the class: "What do you think happened next?" Then continue with the rest of the story.

"Well, Bernard the Bear lost his temper and he growled and growled and then he grabbed the bag and he took his fist and punched Zackary. And even though they were once best friends, they haven't spoken to each other since." (Show class the Illustration.)

Ask the class: "How could saying *sorry* make the problem go away? What should Bernard the Bear say *sorry* for? What should Zackary the Zebra say *sorry* for? What is a good name for the story? If Bernard the Bear was a Peacemaker, how would he have solved the problem?" (**Tip:** *Talked about it: asked Zackary to buy him a new bag of potato chips or to give him one of his snacks; he would have given Zackary a chance to say sorry)*

Option: Have two children role-play the parts in the story. *(Supervise pretend action of punching.)*

2. **How Would You Feel Exercise?** Explain what it means to walk in another person's shoes. (**Tip:** *To make believe you are that person and to feel what it would be like).* Tell the class: "Kim is a new girl at school. Everyone is playing a game and Kim is left out." Ask the class: "How do you think she feels?" Tell the class: "You go over and say: 'I'm *sorry* we left you out. Would you like to play?'" Ask: "How do you think she feels now?"

3. Activity Sheets: Page 13 (children can color) and Page 15.

SHARING: Tell the class: "Go home and share what you learned about saying *sorry* with a family member. Ask the family member about a time when someone in the family said *sorry* and it made the problem go away." *(Discuss the next day.)*

Bernard the Bear is angry at Zackary the Zebra for eating all his potato chips.

Reproducible Master
©MCMXCIII Activity Records, Inc.

Song Sheet

Side A - Song 2
CASSETTE

Say Sorry

Say *sorry* to make things right,
Sorry before you fight;
Sorry is a word you say
To make your problems go away.

Repeat 2X

Say *sorry, sorry*;
It's easy to do.
Say *sorry, sorry*;
More kids will like you.

Say *sorry, sorry*;
Make up right away
Say *sorry, sorry*;
Have a happy day.

Say *sorry* to make things right,
Sorry before you fight;
Sorry is a word you say
To make your problems go away.

Say *sorry, sorry*;
It's easy to do.
Say *sorry, sorry*;
More kids will like you.

Say *sorry, sorry*;
Make up right away
Say *sorry, sorry*;
Have a happy day.

Say *sorry* to make things right,
Sorry before you fight;
Sorry is a word you say
To make your problems go away.

Repeats

©MCMXCIII Activity Records, Inc.

SAY SORRY

Name_____

Class _____

Draw a picture of yourself making up with another person.

Write about what you will do the next time you do something wrong and
hurt someone's feelings.

_____

_____

_____

_____

_____

©MCMXCIII Activity Records, Inc.

PEACE RAP LESSON

OBJECTIVE: To teach children how to express their anger appropriately by using "Powerful Peacemaker Sentences." If that doesn't work, they should learn to walk away.

MATERIALS: The song, "PEACE RAP." The Blackboard. Song Sheet: Page 17

INTRODUCTION: Teach lyrics. Play song. Have children sing along and discuss.

WARM-UP: **Rap-Telephone Game**: Put the class in a circle. Teacher starts with rapping just one line from the song like "Peace Is The Name, The Name of The Game" into a child's ear. Then that child raps the line into the ear of the next person. (*Tell children to just whisper the rap.)* For older students: You can pick a harder line from the song like, "When Someone Calls You A Name, It's Something You Ignore." Last person stands and raps the line aloud.

PROCEDURES: 1. Play the song, "PEACE RAP" again. Have the children list the rules to "make things right without a fight." (**Tip:** *Mind your own business, don't make threats, play with kids who don't fight, don't call names, just be nice, ignore name-callers, walk away.)*

2. Draw two stick figures on the board. Tell the class: "Their names are Keisha and Benny. Benny called Keisha's mother a nasty name and Keisha is very angry. She feels like calling Benny a nasty name back or hitting him. Keisha is a Peacemaker. What can she do?" (**Tip:** *Cool off, walk away from Benny, ignore him, tell an adult.)*

Teach children how to use Powerful Peacemaker Sentences. Tell them: "Powerful Peacemaker Sentences are when you speak up for yourself without hurting someone or using nasty words." Tell them: "Look the person in the eyes and speak in a powerful voice."

Keisha could say to Benny: "I don't like it when you call my mother a nasty name. Please stop."

Option: Use puppets or have two children role-play.

3. Write two specific sentences on the blackboard. You can use this format: "I don't like it when you _____. Please stop." Tell children: "If Powerful Peacemaker Sentences don't work, it is best to walk away and tell an adult." Go around the room and have the children practice using Powerful Peacemaker Sentences. They can use different situations. (**Tip:** *I don't like it when you take my toys, push me, yell, etc.)*

4. Activity Sheet: Page 18

SHARING: Tell the class: "Ask a family member to help you practice using Powerful Peacemaker Sentences. You can also practice alone by looking in a mirror and speaking the Powerful Peacemaker Sentence aloud." *(Discuss the next day.)*

Song Sheet

Side A - Song 3
CASSETTE

PEACE RAP

Peace is the name,
The name of the game.
Don't be a fighting fool.
Make things right, without a fight.
Just remember these rules:

Repeat 2X

Just walk away, every time
Someone bothers you.
Take some time to cool off,
It's a smart thing to do.

When someone calls you a name,
It's something you ignore.
You can just walk away,
It's peace you want not war!

Mind your own business,
Don't make threats.
Play with kids who don't fight.
Don't call names, just be nice;
Everything will be alright.

Peace is the name,
The name of the game.
Don't be a fighting fool.
Make things right, without a fight.
Just remember these rules:

Just walk away, every time
Someone bothers you.
Take some time to cool off,
It's a smart thing to do.

When someone calls you a name,
It's something you ignore.
You can just walk away,
It's peace you want not war!

Mind your own business,
Don't make threats.
Play with kids who don't fight.
Don't call names, just be nice;
Everything will be alright.

Peace is the name,
The name of the game.
Don't be a fighting fool.
Make things right, without a fight.
Just remember these rules.

Peace is the name,
The name of the game.
Don't be a fighting fool.
Make things right, without a fight.

Reproducible Master
©MCMXCIII Activity Records, Inc.

PEACE RAP

Name_____

Class _____

Draw a picture of yourself walking away from a fight.

Write a Powerful Peacemaker Sentence you will use the next time someone calls you a nasty name.

_____

_____

_____

_____

_____

©MCMXCIII Activity Records, Inc.

HANDS LESSON

OBJECTIVE: To teach children to recognize how they are using their hands. They can use their hands to help someone or hurt someone.

MATERIALS: The song, "HANDS." The Blackboard. Song Sheet: Page 21
Oak tag and crayons for Great Big Funny Hands: Page 20

INTRODUCTION: Teach lyrics. Play song. Have children sing along and discuss.

WARM-UP: **Hands Pantomime:** Ask for a volunteer to come to the front of the room. Tell the volunteer to pantomime an everyday activity we do with our hands. (**Tip:** *Getting dressed, opening a bottle, closing a door, combing our hair, etc.)* Children have to guess what the activity is. The child who guesses comes to the front of the room to pantomime another everyday activity we do with our hands. Give a few kids a chance.

PROCEDURES:

1. Divide the blackboard into "Good" and "Bad". Ask the children: "What are some good ways we use our hands?" *(Many will be from warm-up; ask for additional.)* Then ask: "What are some bad ways?" (**Tip:** *Pushing, shoving, hitting, punching, pulling hair, grabbing something from someone, etc.)* Write these down too. Draw a smiling face over the good ways and a big "X' through the bad ways.

2. Have two children come to the front of the room and role-play. Tell the class: "There is only one box of crayons and both children want to play with the crayons at the same time. They are both angry." Have both children pretend to get mad and make a fist with their hands. Then say, "FREEZE!"

Ask the class: "Instead of fighting and using their hands in a bad way, how can they be Peacemakers and solve the problem peacefully?"

Explain Brainstorming: Tell the class: "Brainstorming is when we come up with many different ways to solve a problem even if some of the ideas may sound silly." Tell the class: "Let's brainstorm ways to solve this problem." (**Tip:** *They can take turns using the crayons for ten minutes each; they can share all the crayons and draw a picture together; they can share all the crayons and still draw two different pictures; Child A can take half the box of crayons and Child B the other half; they can flip a coin and see who gets the crayons, etc.)*

3. Have children make Great Big Funny Hands: Page 20

4. Activity Sheet: Page 22

SHARING: Tell the class: "Share what you learned about using your hands in a good way with a family member. Ask the family member to go through a magazine with you and take out a picture of someone using their hands in a good way." *(Provide magazines for children who don't have them. Discuss the next day.)*

GREAT BIG FUNNY HANDS

Instructions:

On two sheets of oak tag, have the children trace their hands but make them bigger like this. Write one letter of "P E A C E" on each fingernail on both hands. Staple a plain sheet of oak tag to the backs of each of the GREAT BIG FUNNY HANDS so children can wear them like gloves. Have the children pantomime to the song, "HANDS."

Song Sheet

Side A - Song 4
CASSETTE

Hands

Hands are for loving,
Hands are for hugging,
Hands are not for
Pushing and shoving!

Repeat 4X

Wave your hand,
Say hello or good-bye.
Don't use your hands
To make someone cry.

You've got a left hand,
And you've got a right.
Don't use your hands
To get in a fight.

Hands are for loving,
Hands are for hugging,
Hands are not for
Pushing and shoving!

Repeat 4X

Wave your hand,
Say hello or good-bye.
Don't use your hands
To make someone cry.

You've got a left hand,
And you've got a right.
Don't use your hands
To get in a fight.

Hands are for loving,
Hands are for hugging,
Hands are not for
Pushing and shoving!

Repeat 4X

Reproducible Master
©MCMXCV Activity Records, Inc.

HANDS

Name _____

Class _____

Draw a picture of yourself using your hands to help someone.

Write about how you will use your hands to help someone.

_____

_____

_____

_____

_____

_____

Reproducible Master
©MCMXCIII Activity Records, Inc.

BULLY LESSON

OBJECTIVE: To teach children to recognize a bully. A bully is someone who can physically hurt them with their hands or a weapon. If a bully is picking on them, they should tell an adult.

MATERIALS: The song, "BULLY." Song Sheet: Page 25. Illustration: Page 24

INTRODUCTION: Teach lyrics. Play song. Have children sing along and discuss.

WARM-UP: **Human Robot:** Have two children come to the front of the room. Tell Child A: "Make believe you are an inventor and have made a human-looking robot that can do anything you tell it to do." Tell Child B: "Pretend to be the human robot." *(Child A should command Child B to do various acts like "hop like a bunny," "bark like a dog," "act like a monkey." Then have them reverse roles.) Ask: "How did you feel being the inventor? The robot? Which did you like better? Why?"*

PROCEDURES: 1. Tell the class: "Let's make believe we have a new girl at school. Her name is Muscles because she's big and very strong. One day, you are playing in the schoolyard and Muscles comes over and says, 'I'm going to beat you up.' What do you do?" (**Tip:** *I'd run away from her and try to get in a crowd. I'd yell, "HELP." I'd tell the teacher on duty.)*

Explain: "Powerful Peacemaker Sentences don't work with bullies because they don't want to solve problems peacefully. It's not tattling to tell on a bully."

2. **Read the Story:** Leona the Lion was always beating up all the animals at Animal Elementary School. She always took Sally the Squirrel's nuts and made George the Giraffe do her homework and she would push Elsa the Elephant on the lunch line and call her "Fatty." The animals didn't know what to do since Leona was stronger than all of them.

One day they were doing a lesson on bullies in class and Ms. Peacock said, "Stay away from bullies because they can hurt you." From that day on, all the animals stayed away from Leona. And if she hit them, they told Ms. Peacock and she got in trouble. One day after school, Elsa the Elephant was having a birthday party. Leona watched as all the animals ate cake, sang songs and played games. She asked, "Can I come to the party too?" "We don't play with bullies," said the animals. (Show the class the illustration.) **Then Ask the class: "What would be a good ending for the story?"** (**Tip:** *Leona the Lion decides not to be a bully so she can have friends. Instead of hurting the animals, she starts helping them.)* Ask the class: "What are some bad things that can happen to bullies?" (**Tip:** *Get suspended, have no friends, get hurt, get beaten up by a bigger bully.)*

SHARING: 3. Activity Sheets: Page 24 (children can color) and Page 26.

Tell the class: "Go home and talk with a family member about all the bad things that can happen to bullies." *(Discuss the next day.)*

Leona feels sad that she wasn't invited to the party.

Reproducible Master
©MCMXCIII Activity Records, Inc.

Side A - Song 5
CASSETTE

Song Sheet

Bully

He may be real big,
And even look real cool,
But if you ask me,
The bully is a fool.

Repeat 2X

He's always in a fight,
When there's better things to do.
He thinks it's lots of fun,
To end up black and blue.

When he gets suspended,
They're really mad at home.
He misses all the fun in school,
And ends up all alone.

He may be real big,
And even look real cool,
But if you ask me,
The bully is a fool.

He's always in a fight,
When there's better things to do.
He thinks it's lots of fun,
To end up black and blue.

He likes to think he's tough,
When he picks on me and you.
If he meets a bigger bully,
Then what will he do?

He may be real big,
And even look real cool,
But if you ask me,
The bully is a fool.

Repeats

©MCMXCIII Activity Records, Inc.

BULLY

Name_____

Class _____

Draw a picture of a bully bothering you and what you do about it.

Write about what you will do if a bully bothers you.

_____

_____

_____

_____

_____

_____

Reproducible Master
©MCMXCIII Activity Records, Inc.

SOMEDAY LESSON

OBJECTIVE: To teach children that we should get along with people of all colors – that outside we may all look different but inside we are all the same. If we all get along, we will have a much better world.

MATERIALS: The song, "SOMEDAY." Song Sheet: Page 29. Illustration: Page 28

INTRODUCTION: Teach lyrics. Play song. Have children sing along and discuss.

WARM-UP: **Same As Me/Different From Me Game:** Ask the class some questions such as: "What is your favorite color?" After a child answers, have all the children who have the same answer *(including that child) stand. (Then have them sit down before asking the next question.)* Continue asking questions such as: "What is your favorite game? What makes you mad? What makes you scared? What is your favorite subject at school? What is your favorite food?" After each child answers the specific question, have all the children with the
same answer stand. Children will see ways they are the same and different from other children.

PROCEDURES: 1. Tell the class: "Zuma is a space alien who comes from Planet Azar. She will be visiting our class for a day. Zuma has great big ears and no hair and polka dot skin and three eyes. (Show class the illustration.) All of the children are making fun of her because she is different looking?" Ask: "What do you do? Would you play with Zuma? What nice things would you do to make her feel welcome?" (**Tip:** *Sit with her during lunch, share my toys with her; invite her to play with me after school, etc.)*

2. Tell the class: "Zuma invites you to come back with her in her spaceship. You get to Planet Azar and none of the space boys and girls have ever seen a human being before. They think you are funny looking because you are different." Ask: "How do you feel?"

Tell the class: "Zuma tells them you are her very best friend in the entire galaxy and they all give you a chance and play with you. They take you on all the space rides." Ask: "How do you feel now? Why should we always give someone a chance even if they look different from us?" Ask: "How are all people the same? How are all people different?" (**Tip:** *Discuss inside/outside–outside we may all look different–inside we have love, we have kindness, we have a sense of humor, we have brains to think, we all get happy and sad and have other feelings.)*

3. Activity Sheets: Page 28 (children can color) and Page 30.

SHARING: Tell the class: "Go home and share with a family member how getting along with everyone, regardless of their color, would make our world a much better place." *(Discuss the next day.)*

Zuma the space alien from Planet Azar.

©MCMXCIII Activity Records, Inc.

Song Sheet

Side A - Song 6
CASSETTE

Someday

Someday on the planet,
There will be
Perfect peace and harmony,
And all the people everywhere
Will love each other without fear.

I know the day is coming soon,
When there is no more hate,
And we see everyone with love,
I know it's not too late.

There won't be a need for guns,
And we'll have no more war,
And we can just play together,
Cause that's what life is for!

Someday on the planet,
There will be
Perfect peace and harmony,
And all the people everywhere
Will love each other without fear.

I know the day is coming soon,
When there is no more hate,
And we see everyone with love,
I know it's not too late.

So let's talk our problems out,
Put our anger away.
If we all can join together,
We'll get close to someday.

Someday on the planet,
There will be
Perfect peace and harmony,
And all the people everywhere
Will love each other without fear.

Repeat 2X

Reproducible Master
©MCMXCIII Activity Records, Inc.

SOMEDAY

Name_____

Class _____

Draw a picture of yourself playing with someone who looks different from you.

Write about why you should always give someone a chance even if they look different from you.

_____

_____

_____

_____

_____

Reproducible Master
©MCMXCIII Activity Records, Inc.

HEART LESSON

OBJECTIVE: To have children recognize peer pressure and not to go along with a crowd *(or person)* when something doesn't feel right.

MATERIALS: The song, "HEART." Song Sheet: Page 32

INTRODUCTION: Teach lyrics. Play song. Have children sing along and discuss.

WARM-UP: **"Heart Says" Game:** is a variation of "Simon Says." Pick a leader. You can demonstrate first. Tell the class: "You are to follow what the Leader tells you to do only when she or he says 'Heart Says.' For example: 'Heart Says put your hands on your head.'" Tell the class: "When the Leader says: 'Troublemaker Says' you are not to follow what the Leader says or does." Have the Leader mix up the commands.

PROCEDURES: 1. Ask the class: "What do you do if ?

a. A group of kids want you to steal a boy's snack from his schoolbag. If you don't they call you a baby? (**Tip:** *Say "No," walk away, ignore name- callers.)*

b. A group of kids want you to go along with them and throw some pebbles at a squirrel. If you don't, they call you "Chicken." (**Tip:** *Say "No," walk away, ignore name-callers; I'd tell an adult that they are hurting an animal).*

c. A group of kids tell you if you want to be their friend then you can't be friends with Sammy anymore. "Sammy is your very best friend." (**Tip:** *Say "No." The kids shouldn't tell me who to be friends with.)*

2A. **Friendship:** Ask children: "What is a friend? What are some things you do with your friends? If a friend asks you to do something that is dangerous or could get you in trouble, what do you do?" Ask: "If a friend says to you, 'I won't be your friend anymore unless you steal some candy for me; or roller-skate in a dangerous place, etc.' What do you do?"

Teach children a Powerful Peacemaker Sentence to use: "No, I don't like it when you ask me to do bad things. Please stop."

2B. Ask: "What happened in the song, 'Heart?' What does it mean that Janet is very careful who she chooses as her friends?" Ask: "When is a friend not a friend anymore?"

3. Activity Sheet: Page 33

SHARING: Tell the class: "Go home and ask a family member if they ever listened to their heart and didn't follow a group or person who told them to do something bad." *(Discuss the next day.)*

Song Sheet

Side B - Song 1
CASSETTE

Heart

If you want to be smart,
Don't follow what others do; **Repeat 2X**
Just listen to your heart,
And you'll know what's right for you.

Janet just moved into town,
And wanted to belong.
One day, some girls asked her,
"Would you like to come along?"

After school, they all met
To beat up Mary Lynn.
Janet said it was wrong,
So they called her "chicken."

If you want to be smart,
Don't follow what others do;
Just listen to your heart,
And you'll know what's right for you.

After school, they all met
To beat up Mary Lynn.
Janet said it was wrong,
So they called her "chicken."

Janet ran and got an adult.
Mary Lynn thanked her in the end.
Now Janet's very careful
Who she chooses as her friends.

If you want to be smart,
Don't follow what others do; **Repeats**
Just listen to your heart,
And you'll know what's right for you.

©MCMXCIII Activity Records, Inc.

HEART

Name_____

Class _____

Draw a picture of yourself not going along with some children who want you to do something wrong.

Write about what you will do if someone calls you chicken and double dares you to do something.

_____

_____

_____

_____

_____

Reproducible Master
©MCMXCIII Activity Records, Inc.

COOL OFF LESSON

OBJECTIVE: To teach children to recognize when they are angry so they can cool off before trying to solve a problem.

MATERIALS: The song, "COOL OFF." The Blackboard (optional). Song Sheet: Page 36. 3" x 5" Blank Index Cards for "Official Cool Off Card" Page 35

INTRODUCTION: Teach lyrics. Play song. Have children sing along and discuss.

Explain to Children: "When you are mad, you need to cool off like a cup of hot chocolate. You wouldn't drink the hot chocolate if it was burning hot, would you? You have to let it cool off. Your temper is the same. It has to cool off, too."

WARM-UP: **Hot Potato:** Get a ball and tell the children to make believe it's a hot potato. Put the children in a circle. Have them go around the room and each finish the sentence: "When I am very angry, I _____"as they pass the hot potato around. Tell the children: "When someone says something hurtful *('I kick and scream')* everyone is to rap aloud, 'Cool Off! Cool Off!' When someone says something positive *('I count to ten')* everyone is to clap their hands."

PROCEDURES: 1. Have two children role-play a situation. Tell them: "Child A was playing with Child B. Child A borrowed Child B's favorite basketball. The next day (s)he gives it back to Child B and there is no air in it. Child B sees a great big hole in the basketball and is very angry."

Children should role-play, then you say, "FREEZE."

Ask the class: "What do they have to do first before trying to solve the problem peacefully?" (**Tip:** *Cool Off*). Ask: "What are some ways to cool off?" (**Tip:** *Count to 10, throw cold water on your face, walk away, take deep breaths, find a friend to listen to you talk, drink some water, close your eyes and think about a peaceful place.) You can write their answers on the blackboard.*

2. Have children make an Official Cool Off Card: Page 35

For younger children go around the room and have each child stand and say, "From now on when I am very angry, I will cool off by_____".

Option: Younger children can draw a picture of how they will cool off on their Official Cool Off Card: Page 35

3. Activity Sheet: Page 37

SHARING: Tell the class: "Go home and share with a family member how you will cool off at home when you are angry." *(Discuss the next day.)*

OFFICIAL COOL OFF CARD

Older Children:

MATERIALS: 3" x 5" blank index cards and pencils.

PREPARATION: Write this information on the blackboard. Have them copy it onto the card. They can paste the cards on the front of their notebooks.

OFFICIAL
COOL OFF CARD

1. Don't talk back
2. Ignore
3. Walk Away
4. Cool Off
5. Tell an Adult or Mediator*

** Write "Mediator" only if your school has a mediation program.*

Younger Children:

MATERIALS: 3" x 5" blank index cards and drawing crayons.

PREPARATION: You can write "Official Cool Off Card" for them. Have them draw a picture of how they will cool off when they're angry on the blank index card. They can paste it on the front of their notebooks.

OFFICIAL
COOL OFF CARD

Song Sheet

Side B - Song 2
CASSETTE

Cool Off

Cool off, cool off,
Cool off, cool off!
Solving problems is hard
When you're mad,
Walk away, cool off;
You'll be glad.

Repeat 2X

When you're angry at someone,
It's not easy to have fun.
You'll get madder if you stay.
Get smart and just walk away.

You don't need to start a fight
To prove who's wrong and who is right.
Remember good times you had,
And then you won't feel so bad.

Take deep breaths and cool off;
Find a friend to listen to you talk.
You just want peace, my friend,
To make your anger end.

Cool off, cool off,
Cool off, cool off!
Solving problems is hard
When you're mad,
Walk away, cool off;
You'll be glad.

Repeat 2X

When you're angry at someone,
It's not easy to have fun.
You'll get madder if you stay.
Get smart and just walk away.

You don't need to start a fight
To prove who's wrong and who is right.
Remember good times you had,
And then you won't feel so bad.

Take deep breaths and cool off;
Find a friend to listen to you talk.
You just want peace, my friend,
To make your anger end.

Cool off, cool off,
Cool off, cool off!
Solving problems is hard
When you're mad,
Walk away, cool off;
You'll be glad.

Repeats

Reproducible Master
©MCMXCIII Activity Records, Inc.

COOL OFF

Name _____

Class _____

Draw a picture of how you will cool off when you are angry.

Write about why it is important to cool off when you're angry.

_____

_____

_____

_____

_____

Reproducible Master
©MCMXCIII Activity Records, Inc.

TATTLETALE LESSON

OBJECTIVE: To teach children not to tattle on someone for silly things. To have them recognize appropriate times to tell an adult. *(When there is danger or someone can get hurt.)*

MATERIALS: The song, "TATTLETALE." Song Sheet: Page 40. Illustration: Page 39

INTRODUCTION: Teach lyrics. Play song. Have children sing along and discuss.

WARM-UP: **Let's Help Marshmallow:** Tell the children: "Pretend a Monster named Marshmallow is sitting in the back of the class. Her name is Marshmallow because she likes to eat marshmallows. She doesn't know how to get along with people." Ask: "What are all the things you would tell her so she would have lots of friends? Would you tell her to be a tattletale? Why or Why not?" (**Tip:** *People wouldn't like her, people might tattle on her, upsets teacher.)*

PROCEDURES:

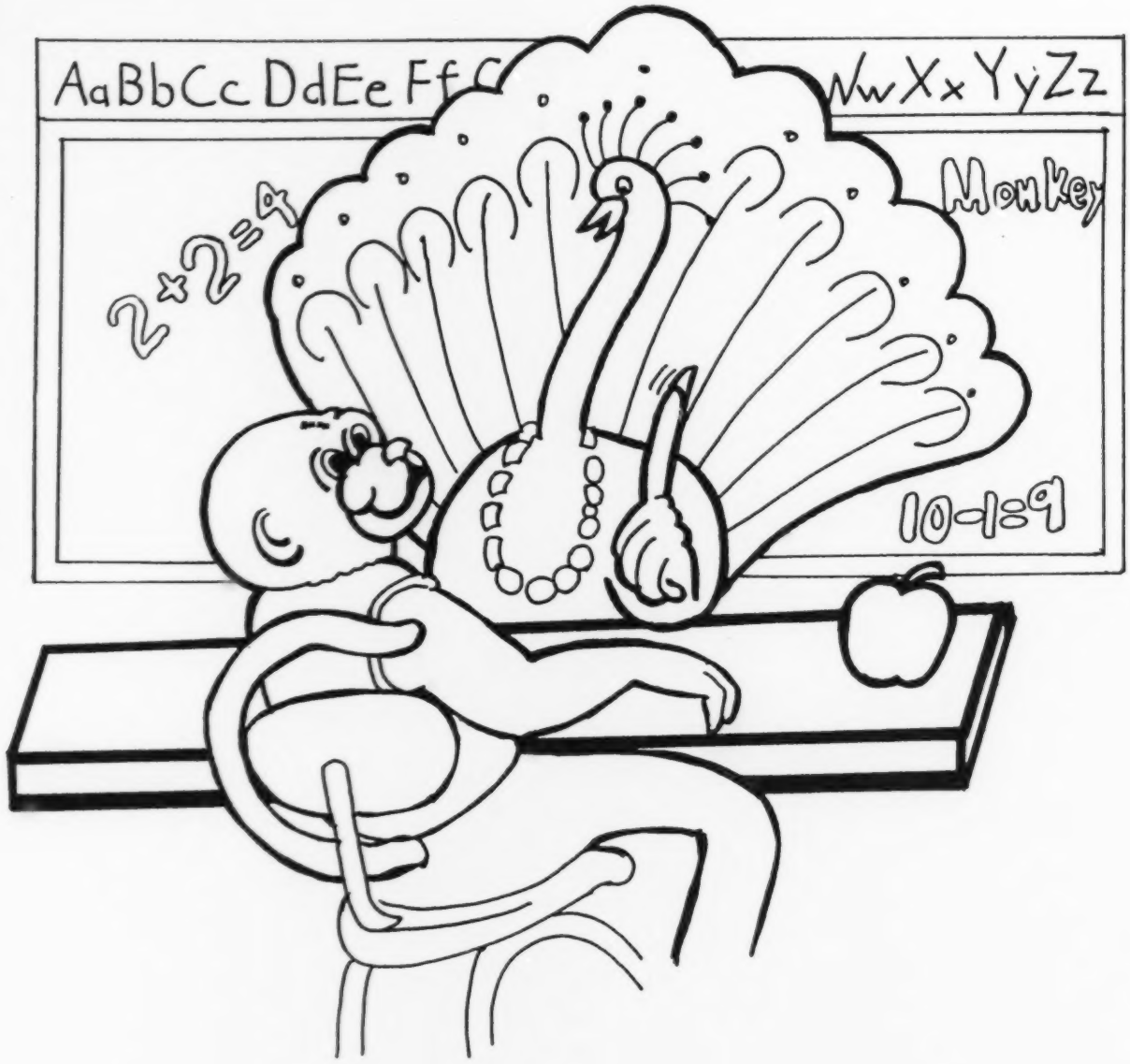
1. Ask the children: "Is this a time to tattle or tell an adult?"
a. A girl is playing with toys in her desk.
b. You see an older boy with a knife in his schoolbag.
c. A boy takes another boy's pencil
d. A baby is playing with matches.

2. **Read the Story:** Mango the Monkey is always tattling on everyone at Animal Elementary School. He tattled on Zackary the Zebra for coloring while Miss Peacock was reading a story. He tattled on Bernard the Bear for chewing bubble gum. "Please, stop tattling," said Ms. Peacock. But Mango couldn't stop. Until...one day he was walking to school and he heard something. "Help, Help." Mango looked down and saw that Becky the Rabbit had fallen into a hole. Mango ran to school. "Ms. Peacock," he screamed, "Becky the Rabbit...." **Stop and Ask: "What do you think happened next?" Then continue.**

"Stop it," said Ms. Peacock. "Stop tattling. Now not another word." "But...But Miss Peacock, Becky is hurt." Miss Peacock called the Moose Fire Department and they came and got Becky the Rabbit out of the hole. "You see," said Ms. Peacock, "I almost didn't listen to what you had to say. When you're always tattling on everyone for silly things, then no one will listen to you when you have something important to tell them." "I'm sorry," said Mango. "Me too,"said Ms. Peacock. And from then on, Mango didn't tattle ever again. (Show class the illustration.) Then ask the class: "What is a good name for the story? Who did Mango tattle on? What happened? What did Mango learn?"

3. Activity Sheets: Page 39 (children can color) and Page 41.

SHARING: Tell the class: "Go home and talk with a family member about when it is important to tell on a brother, sister or friend and when you should mind your own business. (Discuss the next day.)



Ms. Peacock tells Mango the Monkey why he shouldn't be a Tattletale.

Reproducible Master
©MCMXCIII Activity Records, Inc.

Song Sheet

Side B - Song 3
CASSETTE

Tattletale

She's a tattletale,
Tattletale,
Tattles on everyone.
Tattle tattle,
Tattletale.
Look out! Here she comes.

Repeat 2X

She sneaks all around,
Watches what you do.
The first chance she gets,
Her finger points at you.

"I'm telling, I'm telling,"
She says and says again.
We all know why
She has no friends.

She's a tattletale,
Tattletale,
Tattles on everyone.
Tattle tattle,
Tattletale.
Look out! Here she comes.

She sneaks all around,
Watches what you do.
The first chance she gets,
Her finger points at you.

"Mind your own business,"
We should all say.
Except when there is danger,
Then telling is okay.

She's a tattletale,
Tattletale,
Tattles on everyone.
Tattle tattle,
Tattletale.
Look out! Here she comes.

Repeat 4X

Reproducible Master
©MCMXCIII Activity Records, Inc.

TATTLETALE

Name_____

Class _____

Draw a picture of someone tattling.

Write about what you will do if you see someone in danger.

_____

_____

_____

_____

_____

©MCMXCIII Activity Records, Inc.

MONSTER LESSON

OBJECTIVE: To teach children that everyone has a monster in them that comes out when they get angry. By cooling off, they can get their monster to disappear.

MATERIALS: The song, "MONSTER." The Blackboard. Song Sheet: Page 43

INTRODUCTION: Teach lyrics. Play song. Have children sing along and discuss.

WARM-UP: **Class Monster:** Ask for 12 volunteers. Have each child come up one by one and draw a monster on the blackboard. One child takes the chalk and draws an outline of the head. Then after (s)he sits down, another child comes up to draw the eyes, then another the nose, mouth, hair, body, arms, legs, feet. Everyone should draw a little something. *(They can draw clothing for the monster too–glasses, hat, shoes, etc.)* Have the children who didn't get a chance to draw name the Class Monster.

PROCEDURES: 1. Go around the room and have each child make up a name for their own monster inside of them. Let a few kids stand by their desks and act out their monster. Tell them: "Give yourself a hug and go back to being yourself."

2. Ask the class: "Did you ever do something out of anger and get into trouble?" Ask class: "What do you have to do when you are very angry?" *(Reinforce cooling off.)*

3A. **The Spaceship Exercise:** Have the children close their eyes. Tell them: "Imagine a spaceship right above your heads. Really see this spaceship. Now take all your anger and put it into the spaceship. Blast Off ! The spaceship has taken off and is going further and further into outer space with your anger. Now open your eyes." Ask: "Does anyone want to tell us what you saw? How did sending your anger away make you feel?"

3B. **My Special Place:** Have the children close their eyes and relax all the muscles in their body. Tell them: "Think about a place you have been or would like to go where you feel peaceful and happy. It's a magical place where all your dreams can come true." Give them a few moments. Then tell them: "Now open your eyes and let's make up names for our special places." Ask: "Would anyone like to share with us the name of your special place?" Tell them: "It's all right to keep the name of your special place a secret if you would like."

4. Activity Sheet: Page 44

SHARING: Tell the class: "Go home and explain to your family members about the monster in you. If you'd like, tell your family the name you have given your monster. Ask your family members if they would like to make up funny names for their monsters too." *(Discuss the next day.)*

Song Sheet

Monster

Side B - Song 4
CASSETTE

I don't want to be a monster,
I want peace today.
I don't want to be a monster,
Monster go away!

Repeat 2X

When the monster comes out,
I scream and shout.
How can I make it go away?
If I cool off awhile,
And put on a smile,
Soon everything will be okay.

The monster in me
Is always angry.
It wants to fight and never cares.
So I give myself a hug,
Out comes the love,
And the monster disappears.

I don't want to be a monster,
I want peace today.
I don't want to be a monster,
Monster go away!

When the monster comes out,
I scream and shout.
How can I make it go away?
If I cool off awhile,
And put on a smile,
Soon everything will be okay.

The monster in me
Is always angry.
It wants to fight and never cares.
So I give myself a hug,
Out comes the love,
And the monster disappears.

I don't want to be a monster,
I want peace today.
I don't want to be a monster,
Monster go away!

Repeats

Reproducible Master
©MCMXCIII Activity Records, Inc.

MONSTER

Name _____

Class _____

Draw a picture of the monster in you.

Write about what you will do to get your monster to go away.

_____

_____

_____

_____

_____

©MCMXCIII Activity Records, Inc.

NICE WORDS LESSON

OBJECTIVE: To teach children the difference between nice words and nasty words or put-downs. Nice words make everyone feel good. Nasty words or put-downs hurt people's feelings.

MATERIALS: The song, "NICE WORDS." The Blackboard. Song Sheet: Page 46. Oak tag.

INTRODUCTION: Teach lyrics. Play song. Have children sing along and discuss.

WARM-UP: **Nice Words Pass-Along:** Go around the room. The first child says something nice to the child sitting next to him or her. (**Tip:** "I like your shirt," "You have pretty hair." "You're funny." etc.) Then that child in turn says something nice about the child sitting next to him or her. Go all around the classroom. *(If a child can't think of something nice to say about another child, give suggestions, or say something nice to the child who has not received a compliment.)*

PROCEDURES: 1. Tell the class: "A Magician comes to you with a magic wand and tells you that you can have one wish for a perfect day. He waves his wand high in the sky." Ask: "What would your perfect day be like? What nice things would you like someone to do for you?" (**Tip:** *Buy me a toy; bake me a cake, play games; take me somewhere, etc.)* Ask: "What nice things do you like to do for other people?" (**Tip:** Hold the door open, share my dessert, lend someone a pencil, etc.) Ask: "How does it make you feel to do something nice for someone else?"

2. **The Grumpy Kid Game:** Ask a volunteer to pretend to be "The Grumpy Kid" who is in a bad mood. Have one child at a time come up and try to get "The Grumpy Kid" to smile by saying nice words about him or her. The child who gets "The Grumpy Kid" to smile trades places with him or her. *(If a child doesn't smile after lots of children have come up, you can designate a new "Grumpy Kid")* Give a few children a chance.

3. Write the words, "Being Nice" on the blackboard. Ask the children: "What are all the things you do or say and others do or say to be nice?" Write each one on a large piece of oak tag and pass the sheets around the room. Have the children write their names in smaller letters alongside each nice thing they would like to do or say to people. You can exhibit the oak tag in different areas throughout the classroom.

4. Activity Sheet: Page 47

SHARING: Tell the children: "Go home and share some nice words with a family member. Make a list with the family member of all the nice words you would like to use at home. Afterwards, do something nice to make the family member happy." *(Discuss the next day.)*

Song Sheet

Side B - Song 5
CASSETTE

Nice Words

I say nice words to you;
You say nice words to me.
Can you find a nice word
For everyone you see?

Repeat 2X

"You're funny," "you're happy,"
"You're always very kind."
Nice words make you feel good;
Say them all the time.

"You're smart," "I like you,"
"You're a friend of mine."
Nice words make you feel good;
Say them all the time.

I say nice words to you;
You say nice words to me.
Can you find a nice word
For everyone you see?

"You're funny," "you're happy,"
"You're always very kind."
Nice words make you feel good;
Say them all the time.

"You're smart," "I like you,"
"You're a friend of mine."
Nice words make you feel good;
Say them all the time.

I say nice words to you;
You say nice words to me.
Can you find a nice word
For everyone you see?

Repeats

©MCMXCIII Activity Records, Inc.

NICE WORDS

Name _____

Class _____

Draw a picture of yourself doing something nice for someone.

Write all the nice words you are going to use from now on.

_____

_____

_____

_____

_____

Reproducible Master
©MCMXCIII Activity Records, Inc.

SOLVE IT LESSON

OBJECTIVE: To have the children recognize that by following specific rules and brainstorming, they will be able to solve problems peacefully.

MATERIALS: The song, "SOLVE IT." The Blackboard. Song Sheet: Page 49

INTRODUCTION: Teach lyrics. Play song. Have children sing along and discuss.

WARM-UP: **What Did You Say? Exercise:** Ask for six volunteers to come to the front of the class. Tell the children: "I want all of you to talk at the same time. When I say 'Go,' you should all say all the people's names in your family and what you like to do on the weekend. *(Give them a few moments to think about their answers before speaking).* Say 'Go.' Afterwards, ask the class: "What did Child 1 say, what did Child 2, 3, 4, 5, and 6 say?" Children will see that only one person can talk at a time.

PROCEDURES: 1. List on the blackboard and explain the following rules: Older children can write them down.

a) Agree to try to solve the problem.
b) Agree not to interrupt while the other person is talking.
c) Agree not to call names.
d) Agree to tell the truth.

Ask the children: "Why is it important to listen and take turns when talking? Why is it important to tell the truth?"

Review Brainstorming: Tell them: "Brainstorming is when we come up with different ways to solve a problem even if some ideas sound silly."

2. Tell the class: "Imagine that we found a magic plant. Instead of growing leaves, this plant grows money. Overnight, the plant grew lots of money. It may or may not continue to grow money."

Break up the class into small groups: Each group must decide what their group would do with the money. Tell them: "You can pick only one thing." Give suggestions. (**Tip:** *Buy toys (what kinds?) go on a class trip (where?), buy gifts for sick children in a hospital, buy presents for all the teachers, buy gifts for family members, give money to the homeless.)*

While in the groups, remind them not to interrupt people while they are talking. Have one person from each group stand and tell what the group decided. If the group could not agree, tell them: "Sometimes people do not agree, and that's okay, as long as you don't fight over it."

Option: Bring 5 children to the front of the class. (Supervise.)

3. Activity Sheet: Page 50

SHARING: Tell the class: "Go home and share with a family member what you learned about not interrupting when a person is talking." *(Discuss the next day.)*

Song Sheet

Side B - Song 6
CASSETTE

Solve It

Don't interrupt, don't call names;
Tell the truth, I'll do the same. **Repeat 2X**
That's how we can start
To solve our problem.

You tell your story,
I'll tell mine.
Listen to each other,
Leave our anger behind.

Tell me what you need
To solve your problem with me;
And I'll tell you what I need
So we both end up happy.

Don't interrupt, don't call names;
Tell the truth, I'll do the same.
That's how we can start
To solve our problem.

You tell your story,
I'll tell mine.
Listen to each other,
Leave our anger behind.

Tell me what you need
To solve your problem with me;
And I'll tell you what I need
So we both end up happy.

Don't interrupt, don't call names;
Tell the truth, I'll do the same.
That's how we can start **Repeats**
To solve our problem.

Reproducible Master
©MCMXCIII Activity Records, Inc.

SOLVE IT

Name _____

Class _____

Draw a picture of yourself listening to someone.

Write about why it is important to listen and not interrupt someone when they are speaking.

_____

_____

_____

_____

_____

Reproducible Master
©MCMXCIII Activity Records, Inc.

148 SIGHT WORDS IN "SONGS FOR PEACEMAKERS"

Based on Dolch, Hillerich & Johnson Sight Vocabulary Lists

a
about
after
again
all
alone
always
an
and
are
around
ask
at
away

back
be
before
behind
better
big
black
blue
both

but
called
can
close

day
do
don't

each
end
even
every

feel
first
for
funny

get
girls
give
go
goes
good

got
had
hands
hard
have
he
her
here
home
how

I
if
I'm
in
into
is
it
it's

just

kind
know

leave
left
let's
life
like
look
love

make
me
misses
more
my
myself

need
never
no
not

of
off
on
one

or
our
out
own

people
picks
play
please
points
put

ran
real
really
right

said
same
say
says
school
see
she's

should
so
some
somethi
ng
soon
start

take
tell
thanked
that's
the
them
then
there
these
they
thing
think
time
to
today
together

town
up
use

very

walk
want
wanted
way
we
what
when
who
whole
why
will
with
would

you
your

276 Basic Vocabulary Words For Children K-3 in "SONGS FOR PEACEMAKERS"

a
about
adult
after
again
all
alone
along
alright
always
an
and

anger
angry
are
around
ask
at
awhile
away

back
bad
be

beat
before
behind
belong
better
big
bigger
black
blue
both
bothers
brave

breaths
bully
business
but

call
called
calls
cause
can
careful
cares

chance
come
comes
coming
chicken
chooses
close
cool
cry

danger
day

deep
disappears
do
don't

each
easy
end
even
every
everyone
everything
everywhere
except

fear
feel
fight
fighting
finger
first
follow
fool
for
friend(s)
fun
funny

game
get(s)
girls
give
go
good
goodbye
got
guns

had
hand(s)
happy
hard
harmony
hate
have

heart
hello
her
here
he's
home
how
hug
hugging

I
if
ignore
I'll
I'm
in
into
interrupt
is
it
it's

join
just

kids
kind
know

late
leave
left
let's
life
like
listen
look
lots
love
loving

mad
madder
make(s)
me
meets
met
mind
mine
misses
monster
more
moved
my
myself

name
need
never
no
not

of
off
okay
on
one
or
other(s)
our
out
own

peace
peacemakers
people
perfect
picks
planet
play
points
problem(s)
prove
pushing
put

ran
real
really
remember
rights
rules

said
same
say(s)
school
scream
see
she's
should
shout
shoving
smart
sneaks
so
solve
solving
some
someday
something
soon
sorry
start
stay
story
suspended

talk
take
tattles
tattletale
tell
telling
thanked
that's
the
them
then
there(s)
these
they
they're
thing(s)
think
threats
time(s)
to
today
together
tough
town
truth

up
us
use

very

walk
want(s)
wanted
war
watch
watches
wave
way
we
we'll
we're
what
what's
when
who
who's
whole
why
will
with
without
won't
word(s)
would
wrong

you
you'll
your
you're
you've

ADDITIONAL PEACE ACTIVITIES

1. Class Peacemakers' Promise: At the start of the day, have the class stand and make a "Class Peacemakers' Promise."

We promise to be peacemakers
And talk about it instead of fighting
So we can all have a happy day.

The children all make the peace sign before sitting down.

2. Nice Words Day: Pick a day with the class and tell the children that for that day they will only say nice things about other people. Tell them: "If you feel like saying something nasty, instead you won't say anything." Ask the children at the end of the day: "Were you able to do it? Did you catch yourselves when you wanted to say something mean?" Discuss.

3. Official Cool Off Zone: Designate an area in the classroom as the Official Cool Off Zone. When a child is very angry and hot-tempered send him or her to the Official Cool Off Zone to cool off. Keep some Official Cool Off Cards, some drawings that the children have done from the Cool Off Activity Sheets, a list of ways to cool off and the Song Sheet to the song, "Cool Off" in the Official Cool Off Zone.

You can also make a "Giggle Box" and keep it in the Official Cool Off Zone too. Kids can bring in comic books, joke books and funny pictures and you can put them in a large box and label it "The Giggle Box." Children can put things they think are funny into the "Giggle Box" with your permission.

4. Only Good News: Children share good news that happened to them, their friends or family. You can ask: "Does anyone have any good news to report?" They can also include any *positive* news stories they have heard on television, the radio or in newspapers.

5. Peacemaker Cards: Give each child a piece of construction paper. Fold it in half. On the outside have them draw a picture of what peace means to them. On the inside they can write a slogan from one of the songs. As a present, you can give the cards to another class or they can take the cards home to share with family members.

As a variation, you can have the children make a Peacemakers Collage: Get a large piece of oak tag. Have the children all draw pictures of what peace means to them on construction paper. Then mount them on the oak tag and hang it up in the classroom. As an option, you can have them cut out pictures of what peace means to them from magazines to make the collage.

6. Wishes for a Better World: Make five point stars out of oak tag. Have the children write their wishes for the world on it. (You can help the younger children write their wishes for the world or they can draw pictures on the star of what their wish for the world is.) Make a bulletin board and label it "Our Wishes for a Better World" and hang the stars on the bulletin board.

7. Secret Brainstorming Box: Get a box (can be a shoe box) and write on it "The Secret Brainstorming Box." Tell the children: "You can write down any problems you are having and put it in the box secretly without your name on the paper." For younger students, tell them: "You can come to me in private and tell me any problem you are having and I will put it in the box for you. (Assure them that no one in the class will know whose problem it is because the paper will not have their name on it.) Each week, you can pick a few "problems" from the box and ask the class to brainstorm solutions. You can also give suggestions on how to solve the problem along with the children's suggestions.

8. Angel Box: Label another box "The Angel Box." Tell the children: "If you see someone doing something nice or someone helping someone else, write down what you observed on a card." (Younger children can just tell you and you can write it for them.) You can put a slot in the box and give the children index cards to put into the slot. Once a week, you can read some of the nice things kids are doing to make the classroom and/or school a happier and more peaceful place.

In addition, you can have a **Guardian Angel Day**. Have all the children put their names on a piece of paper. Put the names in a bag. Have each person pick a name. (If a child picks his/her name, (s)he should choose again.) Tell the children: "Watch over the person whose name you picked. Keep track of all the good things that person does and ways they are a Peacemaker. Don't tell the person you are their Guardian Angel." At the end of the day, have each child stand. Have that child's Guardian Angel tell the class all the nice things (s)he observed.

9. Make Believe Conversation: Make believe that the President of the United States calls up on a "pretend telephone." You can have a "pretend conversation." "Oh yes, Mr. President, you need help in how to make the country more peaceful. We'd be glad to help." As an assignment have the students write a paragraph on how to make our country a better place. You can actually mail these to: The President of the USA; The White House, 1600 Pennsylvania Avenue, N.W. Washington, D.C. 20500

Younger children can draw pictures and you can mail them.

10. Kid's Review: Have children do reviews of movies for their classmates. Have them tell their class if a movie that they recently saw was violent or encouraged peacemaking skills. They can rate movies with V's. One V is for a movie that is a little violent all the way up to 4V's for a very violent movie. They can say which movies that they saw had characters who were Peacemakers.

As another option, you can give the children an assignment to watch a Saturday Morning Cartoon. Tell them: "Count how many times the cartoon characters hurt one another. They can also rate catoons with V's. This will give the class a chance to see which cartoons are the least and the most violent. Ask: "Did the cartoon have any Peacemakers in it?"

You can photocopy The Kid's Peacemaker Declaration on the next page and exhibit it in your classroom.

KID'S
PEACEMAKER DECLARATION

I am a Peacemaker. I talk about it rather than fight about it.

I walk away from fights and cool off before solving a problem.

I use my hands to help people and not to hurt anyone.

I say *sorry* when I think I have done something wrong.

I give everyone a chance even if they look different from me.

I am a PEACEMAKER because I know that a more peaceful planet begins with me.

Max Nass, President
Peacemakers' Club

Al Harris, President
Educational Activities, Inc.

Thank you for doing the ***"SONGS FOR PEACEMAKERS"*** *program in your classroom. I would love to hear any feedback, suggestions and comments about how the program is working for you and your students. In addition, I would be more than happy to answer any questions you might have. Please feel free to write to me in care of my Publisher, Educational Activities, Inc.*

I send you and all our "Peacemakers" my very best wishes:

Max Nass
c/o Educational Activities, Inc.
P.O. Box 87
Baldwin New York 11510

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of this document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor:	
Address:	
Price Per Copy:	Quantity Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder:

Name:

Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/~~CHESS~~ ART
2805 E. Tenth Street, #120
Bloomington, IN 47408

If you are making an unsolicited contribution to ERIC, you may return this form (and the document being contributed) to:

ERIC Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
Telephone: (301) 258-5500